Understanding Culturally Responsive Social and Emotional Learning in Language Classrooms

Teachers understand the importance of leveraging students' cultural backgrounds and the value SEL has for students; it develops skills for facing adversity, building healthy relationships, and making positive choices, all of which impact academic success.

In this webinar, we will:

- explore tips for implementing SEL practices in online and in-person spaces
- address SEL competencies using a culturally responsive lens, modeling SEL classroom strategies to engage all students
- reflect upon the community contexts and lived experiences that shape our personal understandings of SEL
- consider how to develop a self-care plan

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A E

L. Erika Saito, Ph.D.

Erika is an Assistant Professor and Course Lead in the Masters in Social and Emotional Learning (SEL) and Masters in Education with an SEL emphasis at National University, Sanford College of Education. She is also the university's subcommittee chair in diversity, equity, and inclusion.

Erika previously taught in Pepperdine University's MA TESOL and teacher credentialing programs. She also spent 15 years as a classroom teacher, literacy teacher, and Sheltered Programs Department Chair in California. She is currently K-12 Level Chair for CATESOL, Secretary-Elect for AERA's SEL special interest group, Associate Editor for *Journal of Interdisciplinary Studies in Education*, and Article Editor for *Issues in Teacher Education*.

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Understanding Culturally Responsive Social & Emotional Learning in Language Classrooms

L. Erika Saito, Ph.D.

Culturally Responsive SEL

- Welcoming/ Inclusive Practices
- SEL Frameworks
- Culturally Responsive SEL: Identity
- Lived Experiences & Community
- Self-Care

Warm Welcome Routine: Checking-in

How are you feeling as
we begin the webinar?

What is a Warm Welcome?

- Opening routine/ritual

- Planned and purposeful

- Quick practice

- Scans the emotions of all students

- Completed at the beginning of class, as they enter or "check-in"

Why Check-ins are Needed

- Promote inclusion

- Builds a sense of belongingness

- Create a welcoming environment

- Provide opportunities for students to feel connected/engaged at the beginning of the class/day
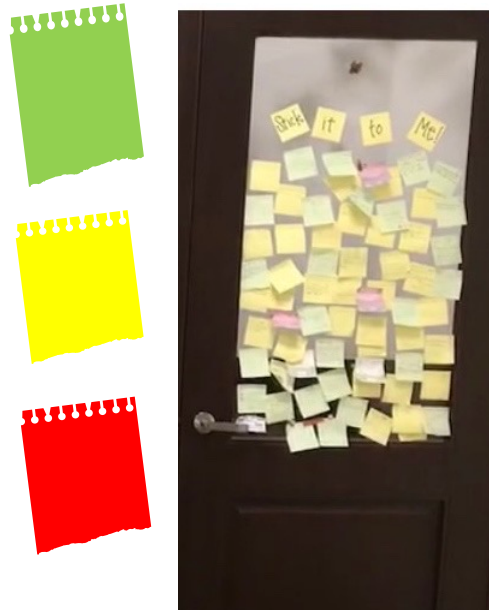
Check-in Examples

Enter Ticket
What are you looking forward to today? Explain.

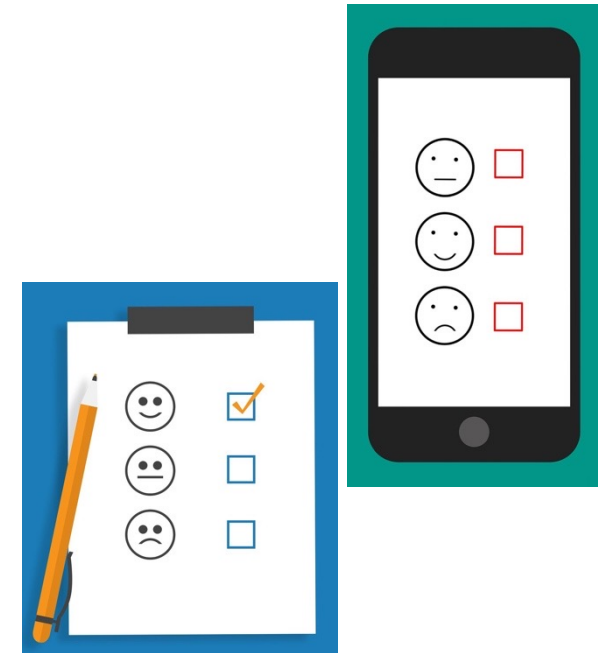**"Enter ticket"** Open-ended question for students to answer
- Jar/mailbox/box to drop off responses

A **color-coded card** or sticky note for students to physically post/ share.
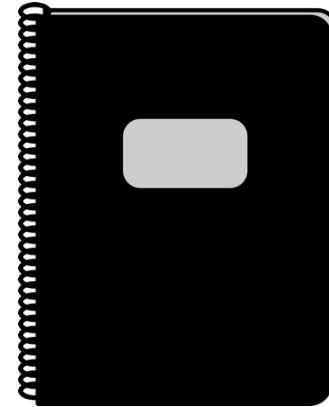
Journal entry with with a guided prompt to write/draw (online or on paper)

A **form**, paper or online that allows student to fill in the blanks or check off boxes.

SEL Check-In: Enter Ticket

Beginning

What are you looking forward to today?
- ❑ Music 🎶
- ❑ Writing 📝
- ❑ Sports ⚽
- ❑ Science 🦠
- ❑ Geography 🗺️
- ❑ All of the above🎶, 📝, ⚽, 🦠, 🗺️

How do you feel?

😃   😳   🙁   😑

Intermediate

What are you looking forward to today?
- ❑ Music
- ❑ Writing
- ❑ Sports
- ❑ Science
- ❑ Geography
- ❑ All of the above

How do you feel?

Intermediate-Advanced

What are you looking forward to today?
Explain why.

_____

_____

_____

_____

_____

"Enter ticket": Open-ended question for students at the start of class as they enter.
- Jar/mailbox/box to drop off responses

SEL Check-In: Color-Coded Cards

Beginner

Intermediate

Intermediate-Advanced

I am excited because _____!

I am excited for class today because I finished the work and am ready for our discussion.

I feel a bit confused because last night's homework was difficult and would like to talk to someone about it.

I feel frustrated because I was unable to complete last night's homework and hope there are ways to make up the assignment

Color-coded cards: A color-coded card or sticky note for students to physically post/ share their feelings as they enter the classroom

SEL Check-In: Journaling
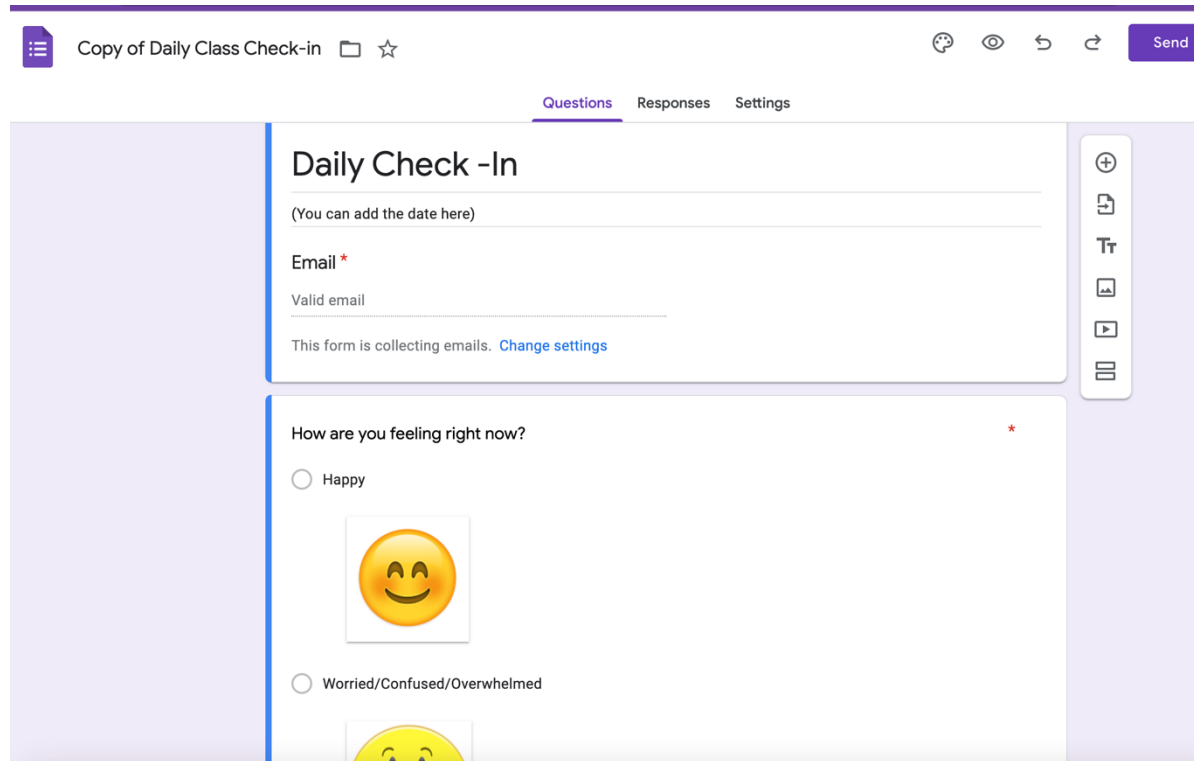

Beginner: Drawing, word(s)

Intermediate; Advanced: scaffolded sentences, brainstorm, bullet journaling

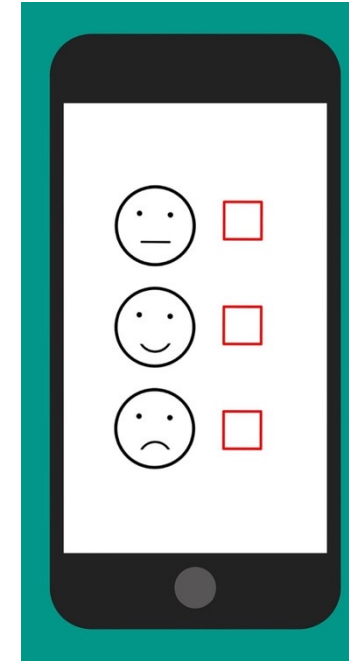**Journaling:** Guided prompt for students to respond.

Example Prompts:
- *Make a list of the important people in your life. Explain why they are important.*
- *Write a thank you card to someone who has made a difference in your life.*
- *How do you show your appreciation?*

SEL Check-In: Check-in Form (Online)

Check-in Form: A form that allows student to fill in the blanks, check off boxes, or type a response. Keep it brief.

Welcoming Practices

How do you welcome all students into your classroom?

Culturally Responsive SEL

- Welcoming/ Inclusive Practices
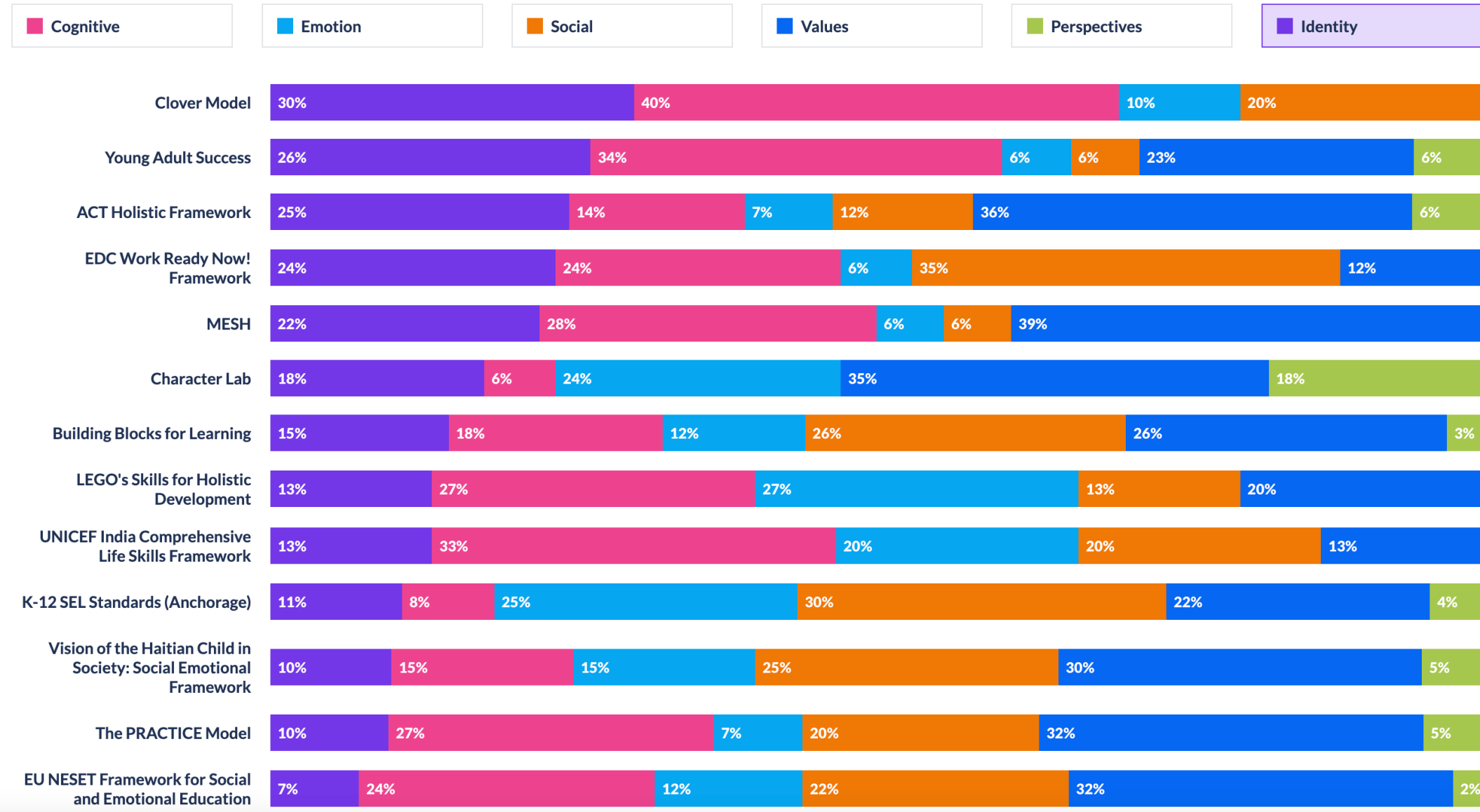- SEL Frameworks
- Culturally Responsive SEL: Identity
- Lived Experiences & Community
- Self-Care

Social and Emotional Learning (SEL)

SEL Frameworks: Identity

| | Cognitive | | Emotion | | Social | | Values | | Perspectives | | Identity |

Framework	Identity	Cognitive	Emotion	Social	Values	Perspectives
Clover Model	30%	40%	10%	20%		
Young Adult Success	26%	34%	6%	6%	23%	6%
ACT Holistic Framework	25%	14%	7%	12%	36%	6%
EDC Work Ready Now! Framework	24%	24%	6%	35%	12%	
MESH	22%	28%	6%	6%	39%	
Character Lab	18%	6%	24%		35%	18%
Building Blocks for Learning	15%	18%	12%	26%	26%	3%
LEGO's Skills for Holistic Development	13%	27%	27%	13%	20%	
UNICEF India Comprehensive Life Skills Framework	13%	33%	20%	20%	13%	
K-12 SEL Standards (Anchorage)	11%	8%	25%	30%	22%	4%
Vision of the Haitian Child in Society: Social Emotional Framework	10%	15%	15%	25%	30%	5%
The PRACTICE Model	10%	27%	7%	20%	32%	5%
EU NESET Framework for Social and Emotional Education	7%	24%	12%	22%	32%	2%

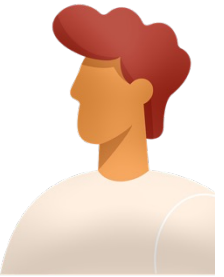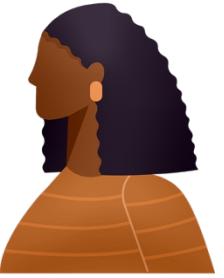(EASEL Label)

What is Culturally Responsive Teaching?

"Culturally Responsive Teaching is using the **cultural characteristics, experiences, and perspectives** of ethnically diverse students as conduits for teaching them more effectively."

(Gay, 2002)

How Can Teachers Be Culturally Responsive? (Inward)
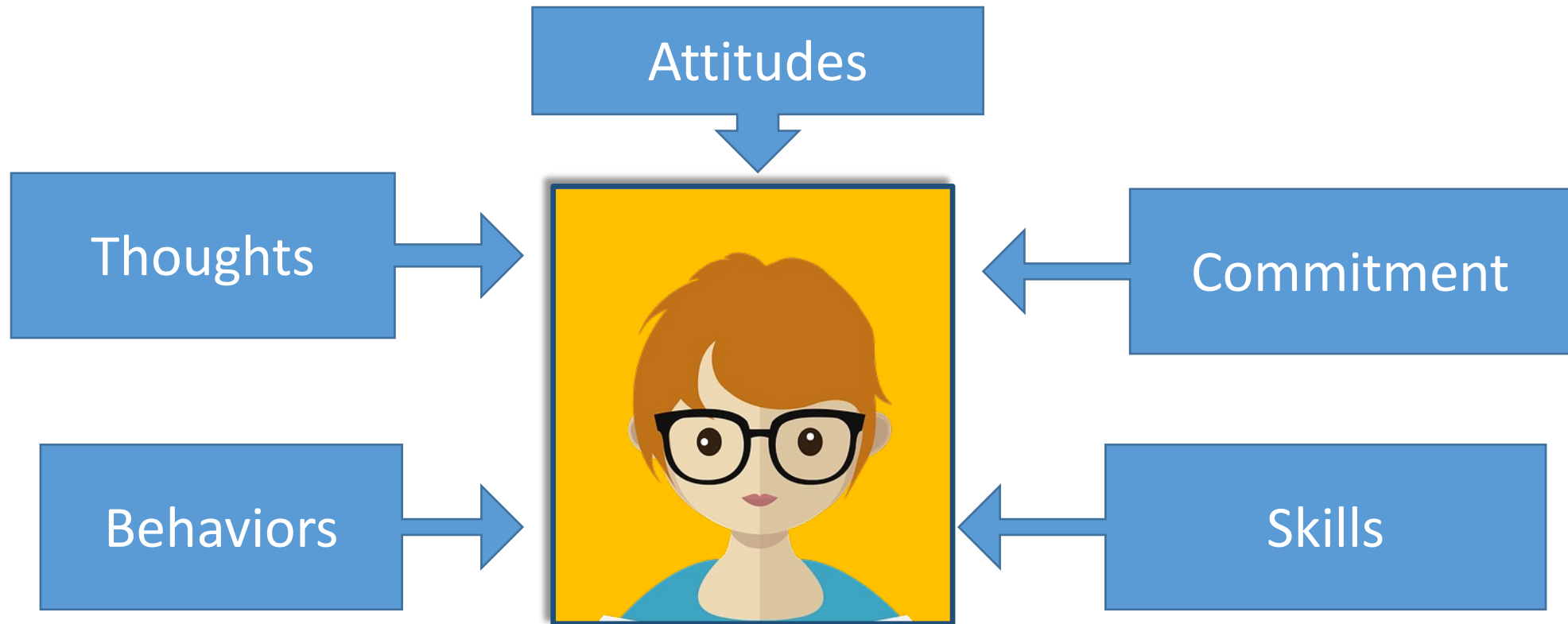
How Can Teachers Be Culturally Responsive? (Outward)

Knowledge of students' home, community, and experiences.

Assists students in construction of knowledge.

Apply knowledge of students within teaching.

Build on students' strengths.

How would you rate your knowledge of your students' homes, communities, and experiences?

1	2	3	4	5
No Knowledge	Very Little Knowledge	Some Knowledge	Knowledgeable	Very knowledgeable

What are the CASEL Competencies?

Social & Emotional Learning

- Self-Awareness
- Social Awareness
- Relationship Building
- Responsible Decision-Making
- Self-Management

Key Setting:
- Classroom
- School
- Families, Caregivers
- Community

(CASEL, 2022)

Examples of Culturally Responsive SEL
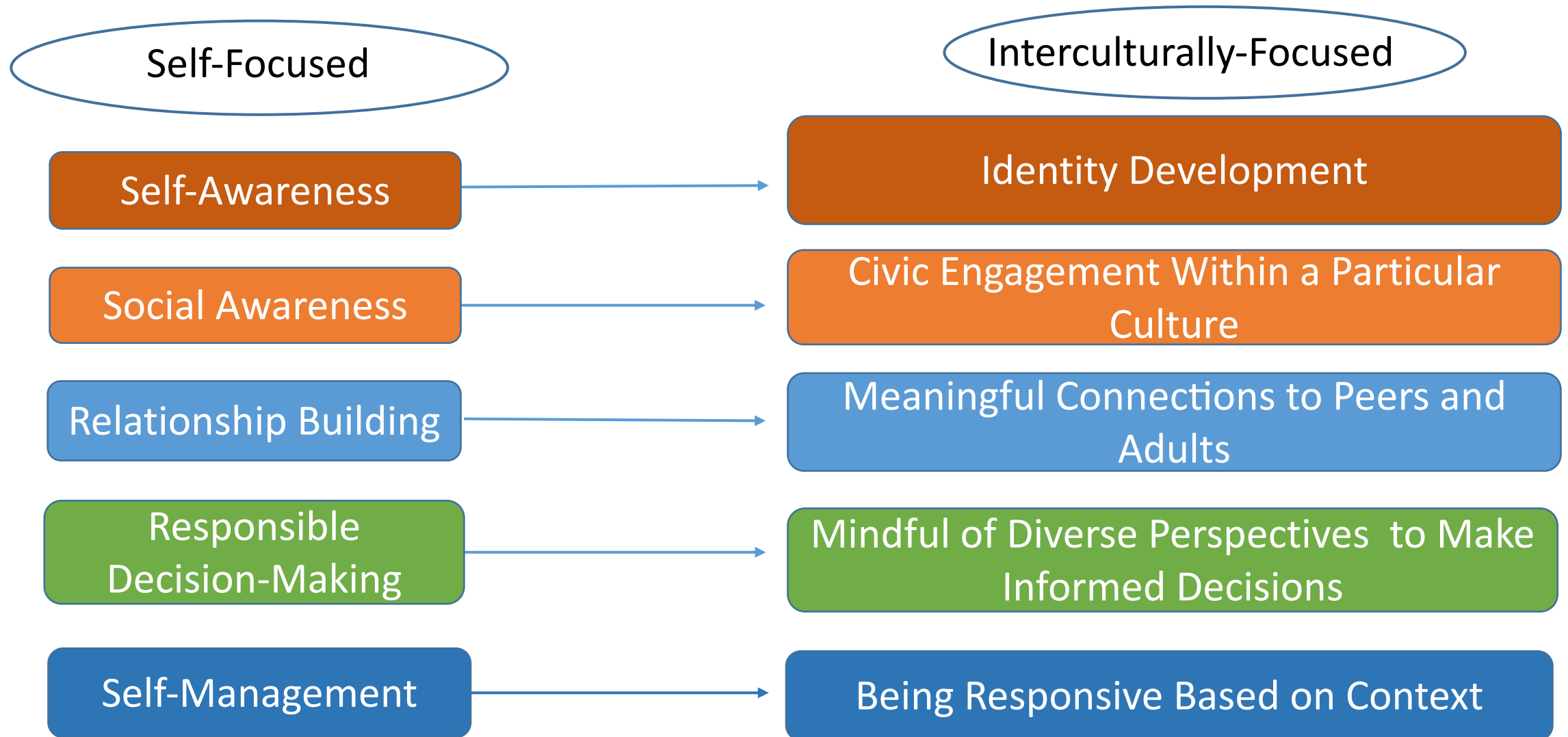
Self-Focused

Interculturally-Focused

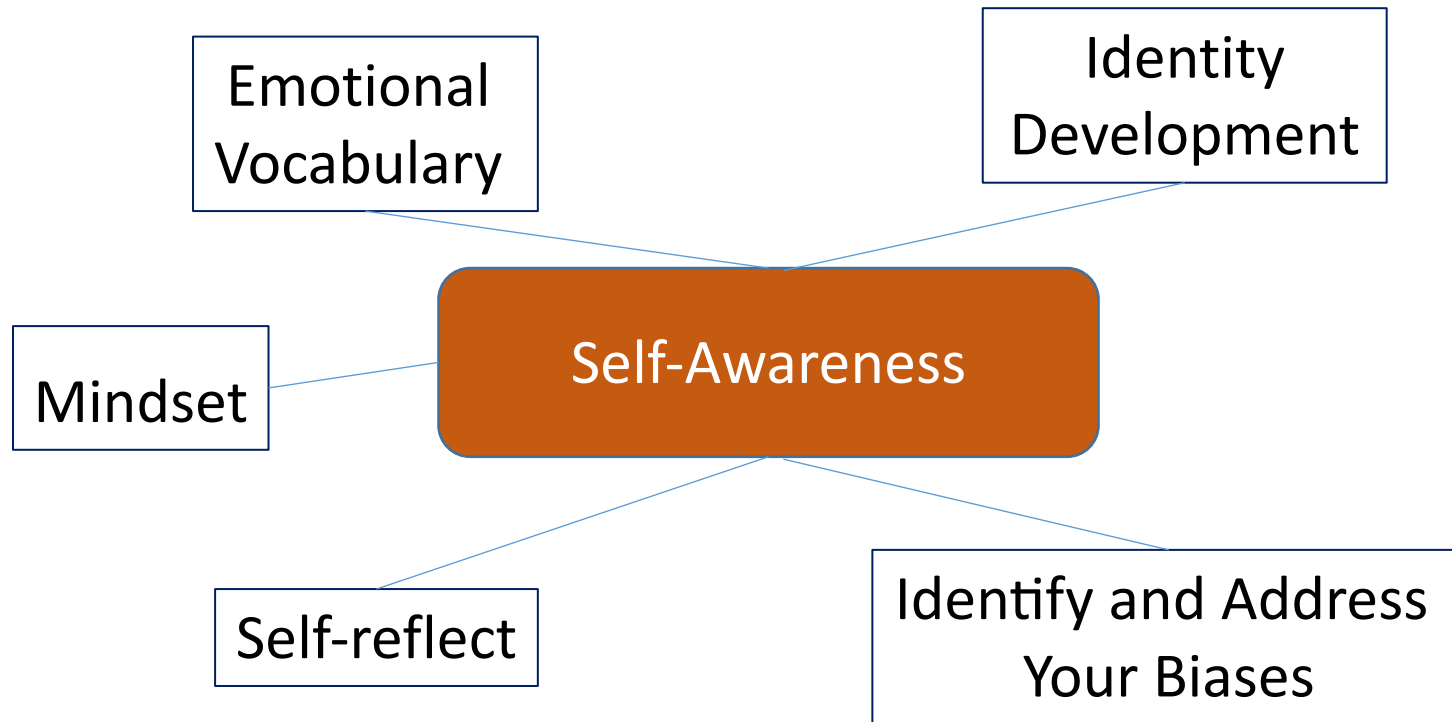| Self-Focused	Interculturally-Focused
Self-Awareness	Identity Development
Social Awareness	Civic Engagement Within a Particular Culture
Relationship Building	Meaningful Connections to Peers and Adults
Responsible Decision-Making	Mindful of Diverse Perspectives to Make Informed Decisions
Self-Management	Being Responsive Based on Context

Culturally Responsive SEL

- Welcoming/ Inclusive Practices
- SEL Frameworks
- Culturally Responsive SEL: Identity
- Lived Experiences & Community
- Self-Care

Culturally Responsive SEL

Emotional Vocabulary

Identity Development

Mindset

Self-Awareness

Self-reflect

Identify and Address Your Biases

Self-Care

Concepts of Culture: Identity

Salutation   Name

Profession   Friends

Subject   Family

Age   Interests/Hobbies

Gender   Communication Styles
Ethnicity/ies   Attitudes towards X group
Language(s)   Addressing problems
Nationality/ies   Concepts of self
Orientation   Expressions
Religion/Beliefs

Surface Level Identity

Deep Cultural Identity
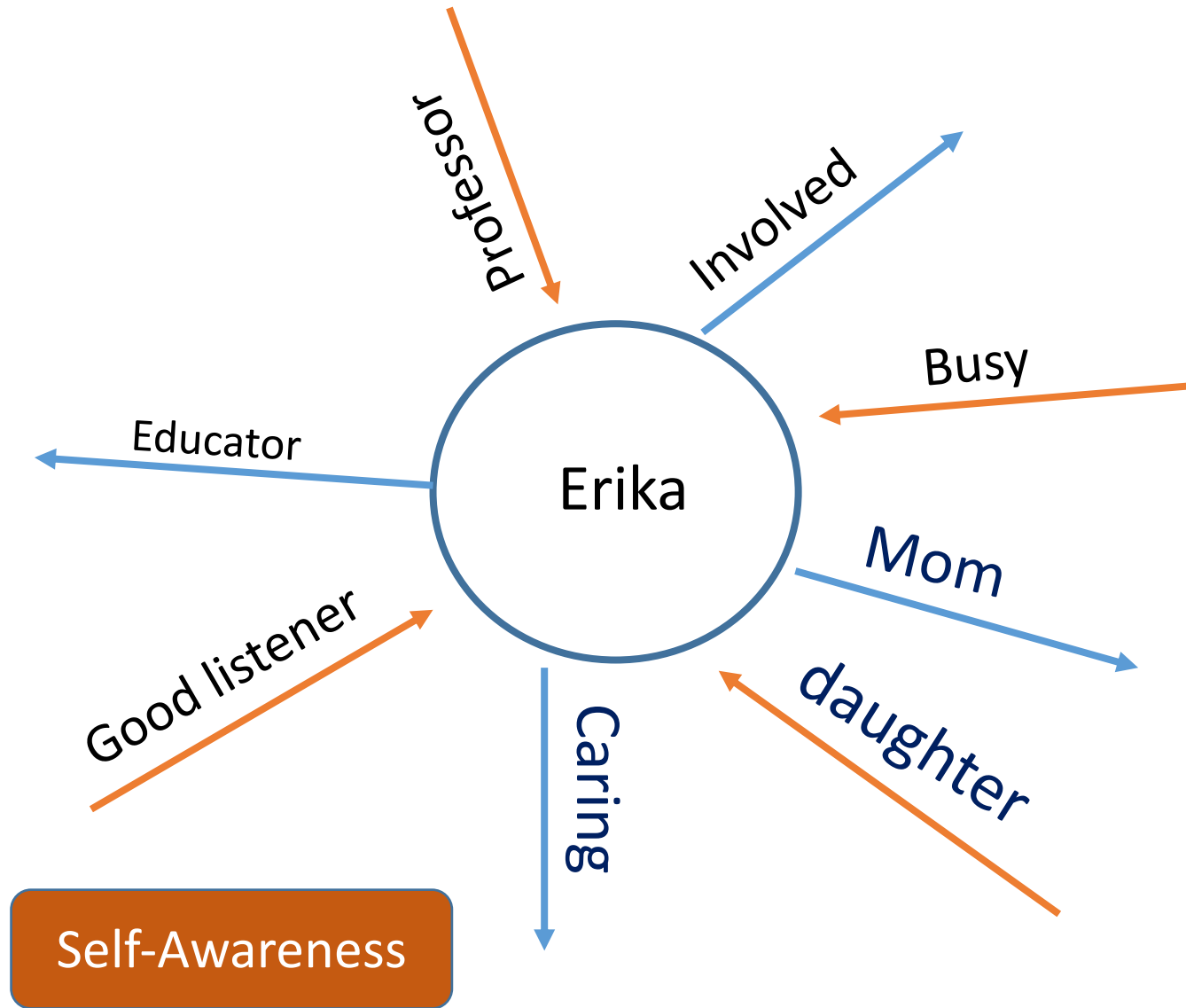
Self-Awareness

How does your identity shape your teaching practices?

Self-Awareness

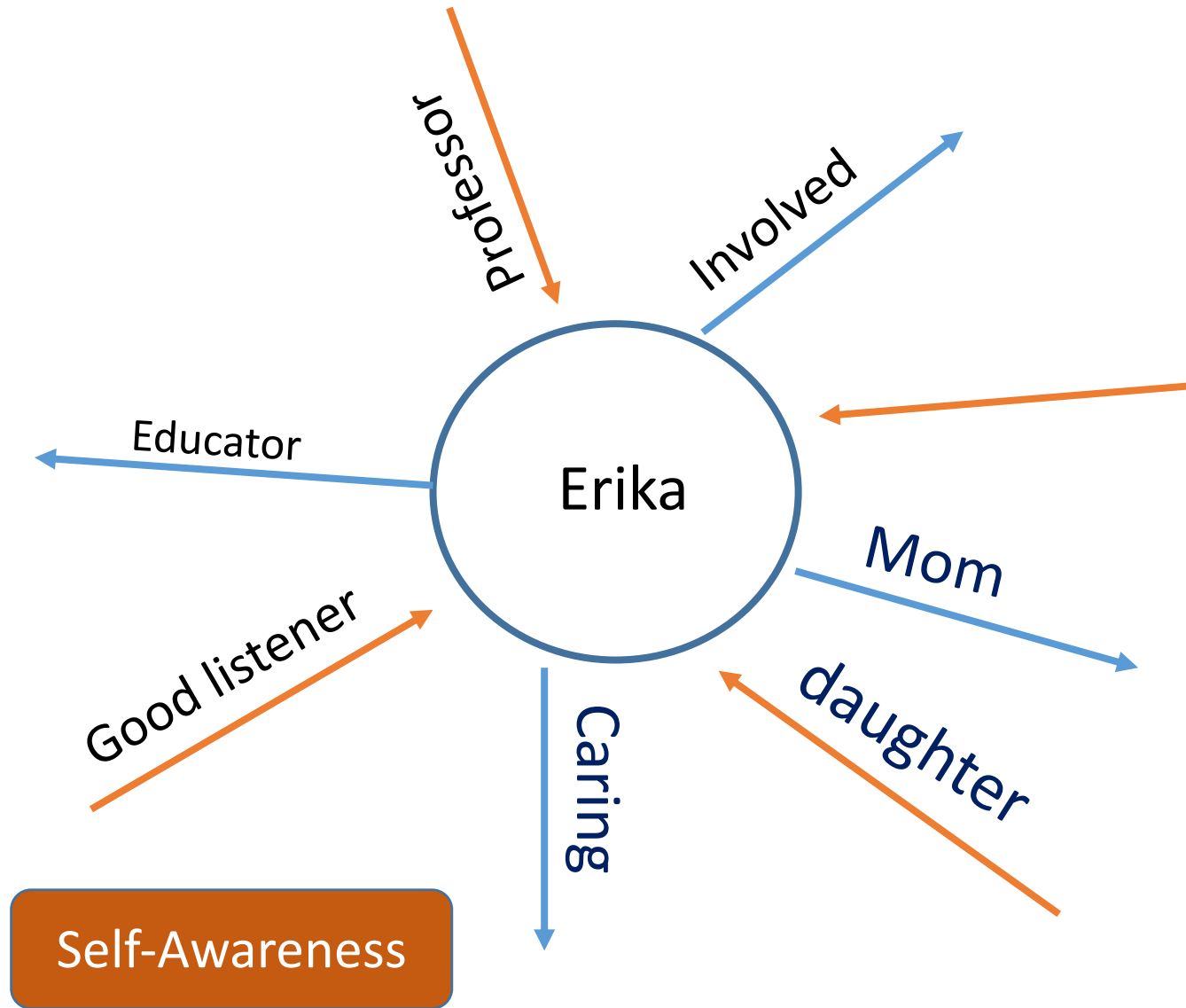# Identity: Sunburst Graphic Organizer

Focus on people familiar to the student: friends, classmates, family members, teachers

- **Arrows in ←:** how I think others describe me

- **Arrows out →:** words that describe me

Identity: Sunburst Graphic Organizer

Erika

Professor

Involved

Educator

Mom

Good listener

Caring

daughter

Self-Awareness
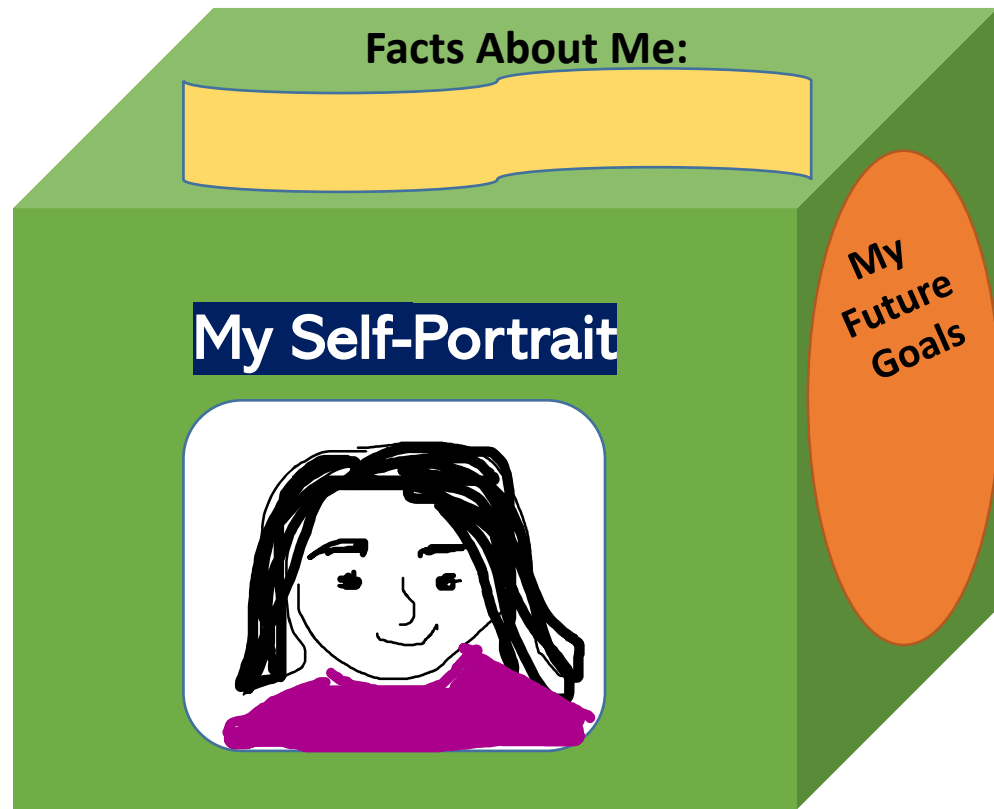
Create an "I Am" Poem

- **Beginner:** I am a/an_____.

- **Intermediate:** I see myself as _____ but others may see/call me _____.

- **Advanced:** I see myself as _____ because _____. However, _____may see me as/call me _____.

Identity: Me-Cube

Facts About Me:

My Self-Portrait

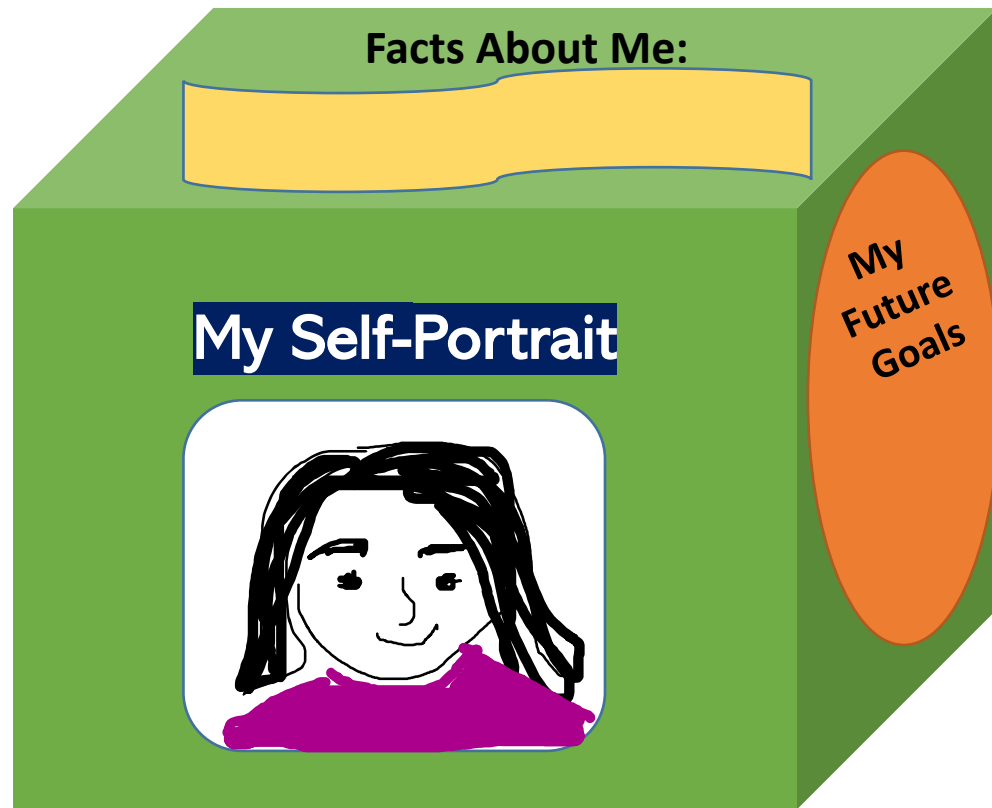My Future Goals

- Students create a paper cube to share information about themselves.

- Each side includes different information, such as:
  - self-portrait
  - interesting facts
  - list of favorites
  - future goals
  - favorite book/subject/show,
  - hobbies/interests
  - favorite poem

Self-Awareness

Identity: Me-Cube

Facts About Me:

My Self-Portrait

My Future Goals

Self-Awareness

Beginner: images, words, phrases
- My Future Goals Ex: *travel, teacher* (images)

Intermediate: phrases, sentences, lists
- My Future Goals Ex: *become a teacher, travel to see my grandparents*

Advanced: descriptive, expanded sentences
- My Future Goals Ex: *In the future, I will attend college and become a teacher. My other goal in the near future is to travel to see my grandparents in the countryside.*

"Identity is the core of social, emotional, and academic development"

(Ed Trust, 2020)

Self-Awareness

What other activities can language teachers use to enable students to express and celebrate the many parts of their identities?

Self-Awareness

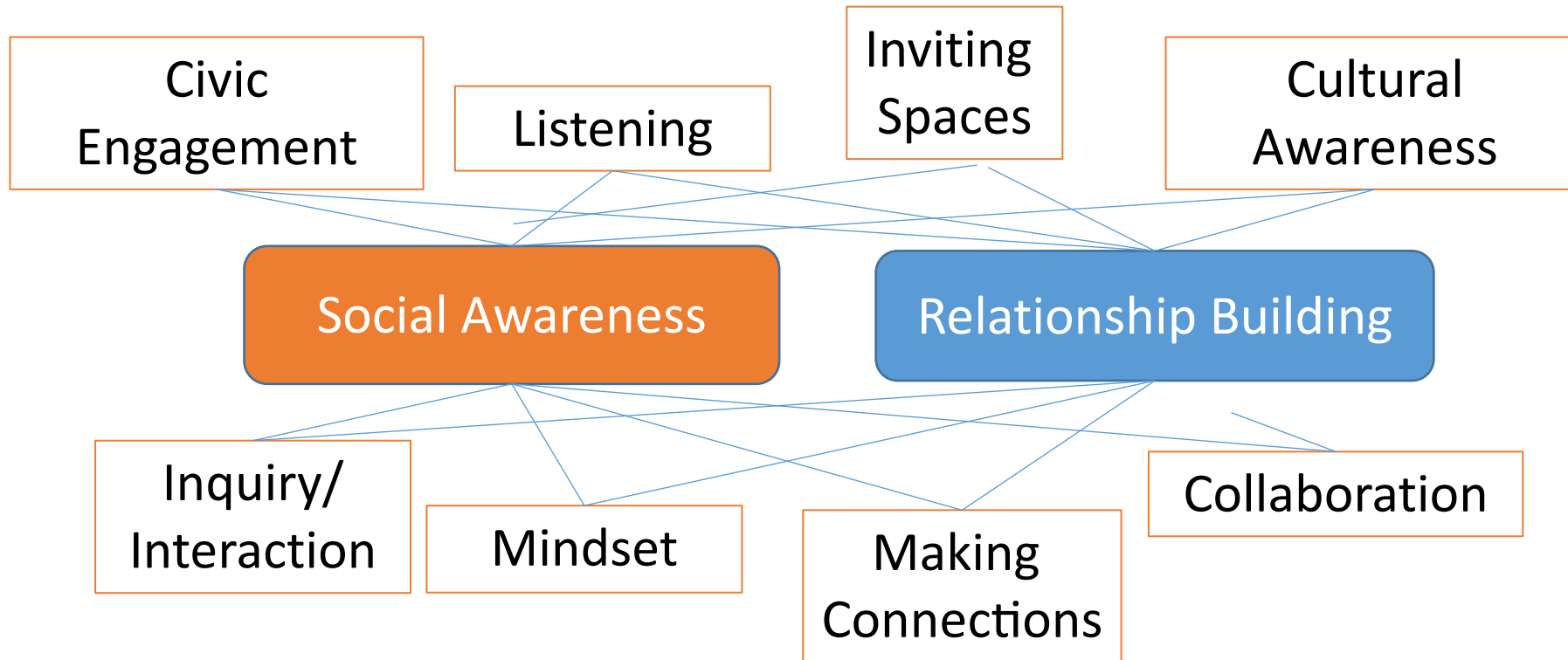# Culturally Responsive SEL

- Welcoming/ Inclusive Practices
- SEL Frameworks
- Culturally Responsive SEL: Identity
- Lived Experiences & Community
- Self-Care

Culturally Responsive SEL:
Social Awareness & Relationship Building

Civic Engagement

Listening

Inviting Spaces

Cultural Awareness

Social Awareness

Relationship Building

Inquiry/ Interaction

Mindset

Making Connections

Collaboration

Culturally Responsive SEL:
Social Awareness & Relationship Building

A teacher's *social awareness* and *relationship skills* make a difference to students for years to come.

(Greater Good in Education, 2022)

Social Awareness   Relationship Building

Culturally Responsive SEL:
Social Awareness & Relationship Building

Currently, are your relationship skills and social awareness stronger with your **students** or **colleagues**?
Why might that be?

Social Awareness

Relationship Building

Culturally Responsive SEL: Empathy Interviews

Empathy Interviews

- 1:1 conversation with a person to have a deeper understanding of an issue.
- Gain greater awareness and understanding of an issue or concern in order to find ways to resolve it.
- Develop connection and trust with the person being interviewed

Empathy Interview Norms

- Enter with the mindset of learning.
- Be fully attentive, without distractions.
- Do not interrupt (e.g., ask additional questions while interviewee is still responding/cut-off responses/challenge the response)
- Ask open-ended questions.

Self-Awareness   Social Awareness   Relationship Building
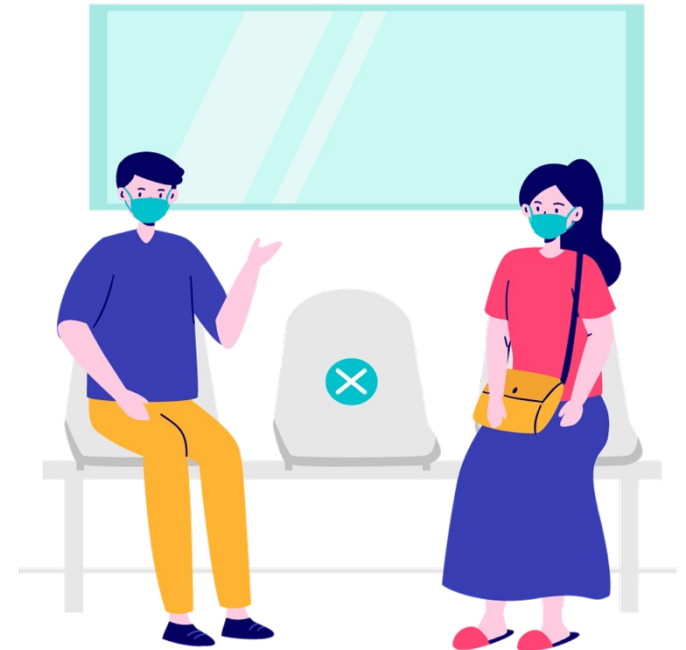
Culturally Responsive SEL: Empathy Interviews

Empathy Interviews

- Interview questions can be developed by the teacher or student.
- Interviews can take place between student: student, or student: family member.
- Questions are developed around a central topic.

Example Questions/Prompts:

- *Describe a time when you faced a challenge and how you responded to it.*
- *What helps you learn?*
- *Tell me about a time you felt successful.*

| Self-Awareness | Social Awareness | Relationship Building |

Culturally Responsive SEL:
Empathy Interviews

Share an example of an empathy interview starter—a question that helps your class community learn about each other—that might work well in your classes.

Self-Awareness Social Awareness Relationship Building

Culturally Responsive SEL:
Empathy Interviews

What Happens After the Empathy Interview?

Interviewer reflects on the interview

- How well did I follow the empathy interview norms?

- What do I understand about my interviewee's experience?

- What are the challenges my interviewee experienced?

- What questions did I miss or would ask again in the future? Why?

Self-Awareness   Social Awareness   Relationship Building

Culturally Responsive SEL

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When teachers are highly stressed, students show lower levels of both social adjustment and academic performance.

(The Pennsylvania State University, 2016)

Self-Management

What is Self-Care?

- Healthy habits
- Taking action to preserve health
  - Creating a Self-Care Plan
  - Reflect on Key Areas
  - Understand possible roadblocks

Self-Management

Creating a Self-Care Plan for You & Your Students

- Physical
- Mental
- Emotional
- Relationships
- Spiritual
- Professional

Self-Management

Growth Mindset & Assertive Modals

- **Growth Mindset:** trying new things, including challenging tasks can improve your learning and intelligence.

- **Assertive Modals:** Use positive, affirming modals.
  - *I will*
  - *I have*
  - *I can*
  - *I am*

Prompts for Creating a Self-Care Plan for You & Your Students

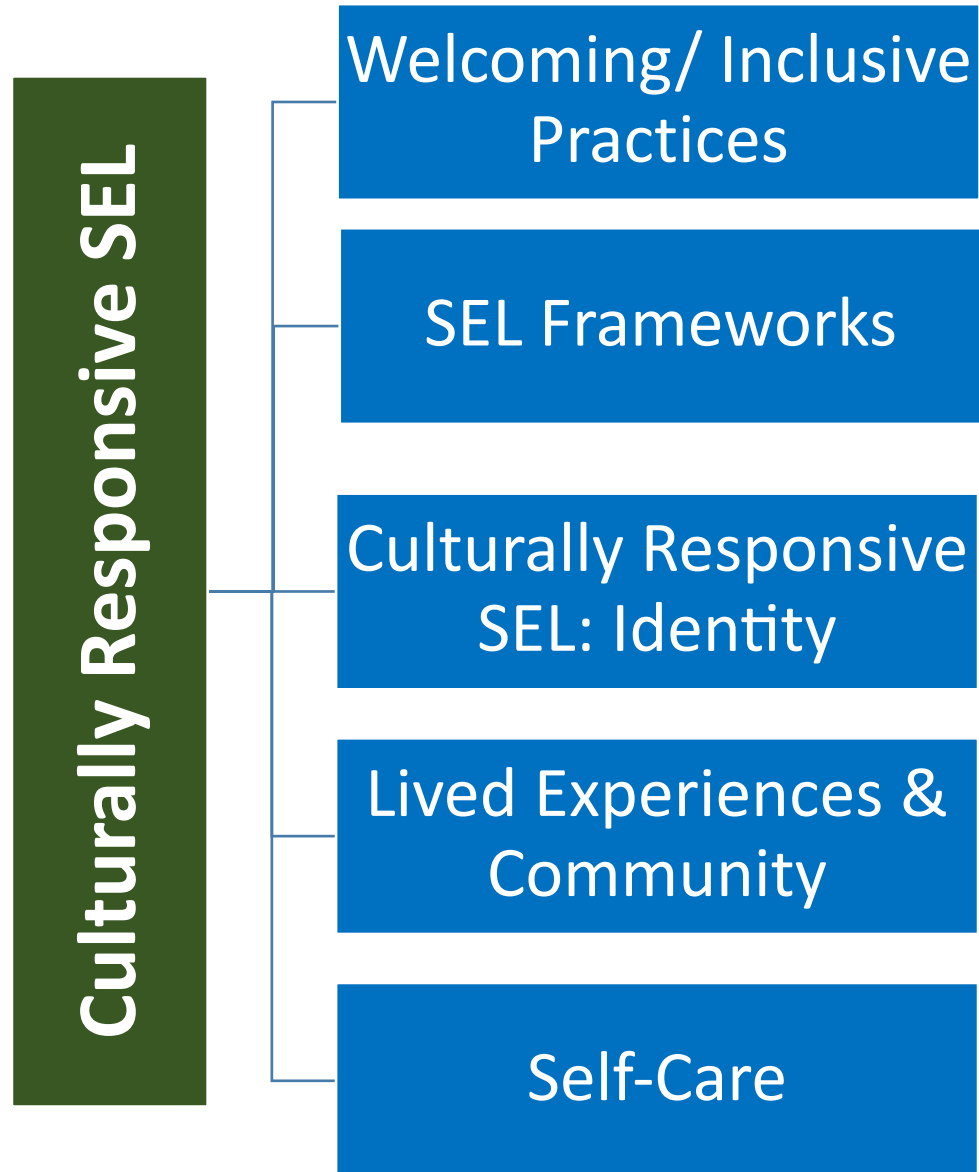| Professional	Physical	Emotional	Spiritual	Relationships
• In what ways do you develop professionally? • How do you separate work and your personal life?	• Are you eating healthy and regularly? • Do you take breaks? • Do you take time off as needed?	• What activities/hobbies do you enjoy outside of work? • Who do you turn to for support?	• How do you engage or reflect spiritually?	• How do you maintain a healthy relationship with the people you care about?

Self-Management

Maintaining a Self-Care Plan for You & Your Students

1. What are you currently doing?

2. What can you improve?

3. Post visibly.

4. Review and adjust regularly.

Self-Management

Today we...

Culturally Responsive SEL

- Welcoming/ Inclusive Practices
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- Culturally Responsive SEL: Identity
- Lived Experiences & Community
- Self-Care

My Next Step

1. Think about what you learned today.

2. What can you use in the *near* future?

3. Write it down on a sticky note.

4. Put it someplace visible.

My Next Steps:

1. Create a self-care plan.

2. Follow through on daily/weekly self-care

3. Reflect and revise.

References

- CASEL (2022). What is the CASEL Framework?

- Ed Trust (2020). *Social, Emotional, and Academic Development Though an Equity Lens*. Retrieved from: https://edtrust.org/social-emotional-and-academic-development-through-an-equity-lens/

- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education*, *53*(2), 106-116.

- Greater Good in Education (2022). SEL for adults: social awareness and relationships skills

- Hollie, S. (2017). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Teacher Created Materials.

- The Pennsylvania State University (2016). Teacher Stress And Health

Thank you!

Questions or concerns?

Email: americanenglishwebinars@fhi360.org

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AE AMERICAN ENGLISH

Reflection Questions

1. What techniques do you use to learn more about your students' cultures and subcultures? How does this knowledge affect your teaching?

2. What participation guidelines do you use—or might you need—when conducting "empathy" or "getting to know you" interviews in class? What interview prompts might your students enjoy asking each other about?

3. How do you make time for self-care in today's busy world? Why is it important for teachers to take time out to manage their own stress levels?

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